

Latin School Register.



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Advertisements

BERKELEY PREPARATORY SCHOOL

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CHARMS---MEDALS---FRAT PINS
TROPHIES AND LOVING CUPS
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This advertisement for Dorretty of Boston Class Rings and Pins features a circular emblem at the top with the year "1897" in the center. Below the emblem, the company name "DORRETY OF BOSTON" is written in a large, bold font. Underneath the company name, the address "387 Washington Street" is given. The main heading "CLASS RINGS AND PINS" is in a large, bold font. Below this, a list of items offered includes "CHARMS---MEDALS---FRAT PINS", "TROPHIES", and "LOVING CUPS". A note at the bottom encourages sending for a catalog. The entire advertisement is enclosed in a decorative border.

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CLASS DANCE
FEBRUARY 22

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Advertisements

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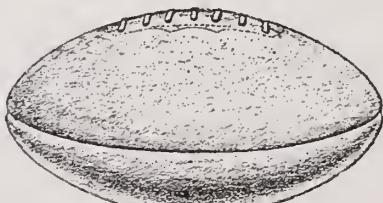


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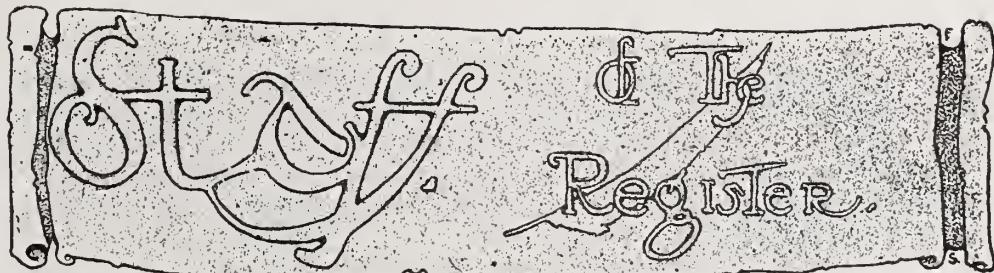
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CLASS 111 EDITORS

—

Editorials

It has been the purpose of this number to bring out clearly how fortunate you, the present pupils of the school, are, and to make you realize how appreciative you must be of all the school really means. We are, therefore, publishing the speeches, delivered by many prominent men, at the dedication exercises of our beautiful building, held last May. In this way, those who unfortunately were unable to attend the exercises, or those who were so otherwise busied as not to be able to understand everything spoken, are given the opportunity to learn in what light the public holds us.

Most of the speakers mentioned our wonderful tradition which has followed us through the three centuries of our existence. In doing this, they were justified. For who can boast of such tradition as has the Latin School? Ours is the oldest school in the country which was publicly opened for the education of all. From the very beginning, under the name of the "Free Schools", it has been producing men, who both in scholarship and in deed, have been a credit to their country. The sons of Latin School have never shirked in their duty to their flag, in the Civil War, the Revolution, or the late European War. Many of them have sacrificed their lives. Indeed, they have glorified the name of the Latin School.

We have produced more great men than any other school in the country, a thing not at all to be ashamed of, for none others than John Hancock, Samuel Adams, Benjamin Franklin, and Robert Paine have been pupils here.

Again and again we have read about that enviable record, made by our Alumni in the higher institutions. Everywhere, the mere mention of the name causes one to take notice. It's either, "Oh, you mean that famous school in Boston? Why yes, I've heard so much about it"; or it's, "Why, do you go to Boston Latin School?" or some such expression. Yet it's always one of a complimentary nature. What more can a school hope for?

It needs no mention of the sort of athletics our fellows indulge in and always have indulged in. Clean, square, sportsmen are they. Win or lose, they never forget that they are upholding our name. However, on the other hand, why should they not do this? Are they not merely doing their duty?

Whether you realize it or not, you now have, under the leadership of our most beloved and esteemed head-master, Mr. Campbell, the best teaching staff that is possible. They will insure your success, if you will do your part; for they take a *marked* interest in you.

To add to our honor, we were presented with a new building. The architects have designed one that is in every respect worthy to bear its name. Without a doubt, it is the best in Boston. It seems that the public is taking a great interest in our welfare. Let us be appreciative of the fact. It remains for us to make them keep that interest in us and to keep our standard above all others.

Now then, you have that tradition which other schools would be proud to own; you have the Alumni, so many of whom were successful in their work; you have that unique record of scholarship; the best teaching staff; and last but not least the building. What more does one want? Take advantage of these things.

For many years the Latin School has maintained its supremacy because of the affection of the alumni and the spirit of its pupils. These two features are often held up as examples to other schools. It would, therefore, seem highly important to us whose duty it is to maintain the glory of *our* school above that of any other, to understand what manner of thing that is which has so long characterized a Latin School boy.

It is quite difficult for any one to give an exact definition of "school spirit." One cannot say, "*This* is school spirit; *that* is not!" It is rather a vague abstraction, a term which can cover almost any situation. One thing, however, is certain: none but those who have actually passed through the school, who have spent four or six years, as the case may be, under its sacred roof, working faithfully, day in, day out, can be said to have attained to the true "Latin School spirit."

Courtesy has long characterized all true gentlemen. It is one of the greatest sources of pride of the Latin School that, so long as can be recalled, its boys have distinguished themselves for courtesy,—even in face of derision. Let me here mention that courtesy does not consist wholly of rising and giving up one's seat to a lady in a crowded car. This is merely a minor point. It is rather that seemingly inborn gentility of spirit which looks askance at any rude and unmanly behavior.

The second characteristic of a Latin School boy—perhaps greater than the first

—is hard work; that is, ability and willingness, whatever that cost in time and work, to overcome all difficulties confronting him. *The Latin School boy is not a shirker of work; he does not try to evade the performance of his duties.* He is noted for the cheerful demeanor with which he tackles each new task, even the most difficult.

Of the third characteristic it would not become me to say anything, except that any one whose character is not resolute enough to overcome *all* temptations which present themselves, tending to destroy his integrity of mind, cannot rightly call himself a Latin School boy with the Latin School spirit.

Recently we could hear whispers traveling about that the Latin School was losing its characteristic "spirit." Let that not be so. Let us show the rest of the schools who are desirous of seeing the pride of the "Old School" humbled, that that stuff which has made Latin School fame, still continues to do so.

Program of the Dedication Exercises

Chairman, HENRY PENNYPACKER, '04
Headmaster, 1910—1920

SELECTION

ENGLISH HIGH SCHOOL BAND

INVOCATION

REV. JOSEPH CHRISTOPHER WALSH, '01

PRESENTATION OF THE KEYS

THOMAS P. GLYNN

Chairman of Schoolhouse Commission

ADDRESS

HON. JAMES M. CURLEY

Mayor of Boston

ADDRESS

RICHARD J. LANE, ESQ.

Chairman of the School Committee

ADDRESS

PATRICK T. CAMPBELL, '89

Head Master

SELECTION

ENGLISH HIGH SCHOOL BAND

ADDRESS

DR. CHARLES W. ELIOT, '49

President Latin School Alumni Association

ODE TO THE LATIN SCHOOL

DR. ROBERT M. GREEN, '98

THE HARVARD HYMN

ENGLISH HIGH SCHOOL BAND

PLEDGE TO THE COLORS

REVIEW OF THE SCHOOL REGIMENT

Opening Words by Mr. Henry Pennypacker

The very blessed duty has fallen to me, as a former member of the teaching force in this ancient school, to welcome you here today to the dedication of the sixth Latin School building, devoted to the teaching of boys of Boston, to prepare those boys in the ancient humanities for admission to higher institutions of learning—the task which that school has performed for almost three centuries with vigor, enthusiasm and success. It gives me pleasure indeed to welcome you here into the shadow of the oldest educational institution in America, at least in the United States of America.

By an ancient tradition of this old school, all sorts of declamation exercises have been limited in the space of time they would occupy, for the school has always proceeded upon the theory that life was very short, and I do not propose to delay the orderly program of the exercises of this day by doing more than to give you the school's respectful salutation and to express our happiness at the unfailing, unwavering support that the school has always received from the citizens of Boston, and that it has never received with fuller measure or with more warm feeling of gratitude for what it is doing. This is the case this very day and this very hour.

Our first number on the program of today is a selection by the band of the English High School, our sister School, but deeply and well beloved.

Presentation of Keys

THOMAS P. GLYNN

Chairman of Schoolhouse Commission

It is a long step from the original building on School Street that was erected as a dwelling for Philemon Pormort, who in 1635 took a class of boys into his home, and from that sprung this present building. He had less than a dozen pupils. The town records of that time showed that Philemon Pormort was willing, and with the authority of the town took on this class. Until 1704 the classes were carried on in one room in his home. In that year a building was erected where the Franklin House now stands. That building was a wooden building, two stories high. The town gave a home and dwelling to Philemon Pormort elsewhere, so that this really is the first school building that was erected as a school building, and I don't know but what "the powers that be" at that time might have had just as much difficulty in erecting a building as we did in this one.

In those days there were just two classes of mechanics—carpenters and masons. The wood was drawn and hewn nearby, the brick came from England, and the nails were made in a blacksmith's shop nearby. Today on this building, this magnificent building costing in the neighborhood of \$1,350,000, there were twenty-two different grades of mechanics.

The next building was erected where the Parker House now stands, in 1714. The proprietor of King's Chapel wanted the play-yard or the school-yard of the building that was on School Street, and they agreed. A building was completed on the site where now the Parker House stands. That building was a one-story brick building with a cupola. It was known as the English Mechanics Home. That building was replaced by a new building with a granite facing, the granite having been drawn from Quincy to Boston. It took over one day for the oxen to cart the granite from Quincy to Boston.

The next building was erected on Bedford Street. English High occupied the building on Bedford Street in conjunction with the Latin School. They built a twin building somewhat similar to the one that was on the Parker House site, allowing three rooms each for the Latin—three front rooms for the Latin, three rear rooms for English High School. They found it was necessary to build an addition in 1861, and in 1881 the building that is now occupied in part by the Boston Public Latin School was built. At that time it was said that it was the largest free public school in the world; also, that it was the largest building used for educational purposes, solely.

Now you see that every fifty years there has been a change. What does this all mean? It means progress just the same as you have before you. In fifty years, you, or those of you who will be interested, will have a burden on your hands.

I will say that the condition existed under the present master. Of course, within and perhaps before fifty years we will have to have more rooms added to this building. The original building called for thirty rooms. The addition of six rooms was built before the contract was completed.

Now I have the honor to present to the executive of the City of Boston, Mayor James M. Curley, the key of the Boys Public Latin School.

*Address by
HON. JAMES M. CURLEY
Mayor of Boston*

It is a source of exceeding pleasure as Mayor of the City to receive this key and be permitted to pass it on to the master of this school in such a distinguished company as is assembled here today.

We are all honored more particularly by the presence of the former head of Harvard University, President Eliot, and by many of the former graduates of Boston Latin School, including the newly made Major-General of the Commonwealth, Major-General Logan.

We are sometimes, in the "hurly-burly" of our everyday existence, prone to overlook the work that is being accomplished in this particular section of Boston, made possible in large measure by the thought and generosity of distinguished Boston citizens. We little realize that we are developing in this section of the Commonwealth one of the most interesting, and in time to be, the greatest educational centre to be found in entire New England and possibly in the entire United States.

Thanks to the generosity of the Parkmans, there is a liberal allowance, the income from the seven millions of dollars bequeathed to the City of Boston for the development and extension of our Park system. Thanks to the generosity of the Brigham Brothers, we have these wonderful institutions representing the Harvard Medical group, the Peter Bent Brigham, and the Robert Bent Brigham, and we later have the Boston Chronic Hospital conducted in connection with these wonderful institutions for medical and surgical research. Thanks to the generosity of the Forsyth family we have within sight of this building the greatest Dental Infirmary to be found in the entire United States, and through the care and foresight of individuals in the public life of our city, we are endeavoring to safeguard the splendid future investment, represented by the development that has already taken place in this section of Boston and that may take place in the immediate future.

Personally, I know of no better highway in the city upon which an institution that has rendered such a signal service to the manhood of America, or to the principles of our government, as has the Boston Latin School, could be located, and on an avenue dedicated to the perpetuation of the memory of the greatest son of France that the French government has ever produced in its history, and who represents a constructive force in the march of human progress as contrasted with the other great Frenchman whom we are prone to regard as the foremost representative of his race, Bonaparte.

The real worth-while individual in the march of progress is the one who through his leadership and good talents makes possible something worth while in the march of humanity. And in the field of medical research, no man has ever occupied, or possibly will occupy, the place that today is held by the great French savant, Louis Pasteur. After all, every great movement in the world's history is typical of the genius and the leadership and the inherent qualities of the individual who heads that movement. Whether it be in the field of labor, in the field of the professional walk of life, in the social, financial or whatever field you will, the qualities of leadership are demonstrated. The contribution of Dr. Eliot of Harvard University, demonstrated by leadership, covering nearly a half century of useful service, cannot be measured in terms in which we are accustomed to measure things in the United States of America. The Boston Latin School has been blessed with genuine leadership—leadership that has given to these boys character and the spirit of self-reliance, because in the Boston Latin School our boy's progress depends upon the boy himself, not on favoritism. Self-reliance is promoted, and I speak by experience in trying to follow my own son's checkered career through the Boston Latin School.

I recall that at one time in Congress, in an investigation of the so-called money trust, the greatest financial genius our land has ever known, James Pierpont Morgan, was undergoing a severe grilling by Samuel Untermyer, one of the most astute lawyers in America. Untermyer was trying, to use the phrase in common parlance, "Put him out of business" and he pounded him down, and he said, "What credentials or what security do you require to loan a man five million dollars?" He said, "Let me go a little further," "Would you loan a man ten million?" "Yes." "Twenty million?" "Yes." "Fifty million?" "Yes." "A hundred million?" "Yes." "What security would you require?" said Untermyer. Morgan smiled back at him and said, "The only security I would require to loan a man a million dollars is character." And this institution teaches character, teaches self-reliance, the most essential security and the most essential requisite under friendly government, and we have been blessed in late years by the leadership of a former master of this school—a splendid example of character and self-reliance—Henry Penny-packer.

It is my very great privilege and very great pleasure to turn over this key to another disciple of the two most necessary requisites in an educational institution in American life—character and self-reliance in no man more eminently exemplified than in the present master of this school—Patrick Campbell.

The Staff extends to all a sincere wish for a Merry Christmas and A Happy New Year.

Address by
RICHARD J. LANE, Esq.
Chairman of the School Committee

It has been a very happy custom in Boston for a great many years to dedicate publicly a building when it is finished and ready for the scholars to enter. For the last few years I am afraid we have gotten away from that fine custom, but today on an occasion of such great historic and educational significance as the dedication of the Boys' Latin School of Boston, I am glad that we are having this great meeting of congratulation.

Let us go back to the early days of the colonial history of this part of the country. Let us go back to that town meeting in 1635 when the order was passed establishing the free grammar school in Boston, afterwards the Public Latin School of Boston. Boston was not the rich and prosperous city that it is today. It was a poor struggling community, but it had among its men, men of sterling character, men of vision and hope, and men who wished to establish free schools for the people. Then and there was planted the seed that has grown and developed into the fine public school system not only of Boston but of all America, and I think it is fitting that today we should pause long enough to pay tribute to our own town people of the early days who created the first Latin school of Boston.

This school has existed since 1635 continuously, and its founding, I believe, antedates the founding of Harvard College itself. And during all that time, illustrious head masters have presided over the destinies of this school, none more illustrious than, the Mayor of Boston has well said, the two we have on the platform today—Henry Pennypacker and Patrick Campbell. The citizens of Boston, mindful of the record and history of this school, have erected this beautiful edifice, the sixth I believe, in the history of the school itself. Boston is proud of its Latin school. It is proud of its past history. It is solicitous for its future.

We are here today to dedicate this building. We dedicate it to the cause of education and to the enlightenment of youth. We dedicate it, moreover, to the service of the community and to the happiness and prosperity of the state and our great country. The traditions of this school are rich and noble. This school has added to the cause of education along liberal lines of thought rather than upon vocational lines. The aim of this school is to help boys to enter college in the real spirit of democracy, and those boys who have left this school and gone into the college have given indeed a great record for themselves and brought fame not only upon their school but upon their city and their country.

We wish, of course, to pay compliment and to congratulate the architect of this fine building and to the builder of the building, but it seems to me more than that—we should congratulate the citizens and tax-payers of this city; those who are building not only this magnificent building but magnificent buildings all over our city out of current taxation; not only that—but they are paying interest on a huge indemnity of those who built buildings in the past and have passed down to this generation that indebtedness.

The past generations of Boston have done much for education, but I believe the present generation has done more in erecting such a magnificent building out of current taxation, as I said. Let us then remember the facts that have been already recited here today and those that will be spoken of from the lips of others who are to come, and let our aim and purpose be to continue to erect buildings for the

children of Boston as magnificent as the building before us, and let our aim and purpose be to give them better educational advantages than we ourselves were privileged to receive. Let under the wings, the fostering wings of American liberty, that school, the great public free school of America, endure forever.

REMARKS OF PATRICK T. CAMPBELL

Headmaster of the Boston Latin School.

Conscious of my own unworthiness to hold the high place distinguished by so many great Head Masters who have directed the destiny of the Latin School, I accept the keys of this, her latest home, the splendid pledge of the city's devotion to the cause of public education and of her love for the old school.

In behalf of the pupils and the Masters I promise that we will endeavor with all our strength to hand on the school to our successors not less, but greater than we received it; to maintain the noble traditions of the Latin School; and here, as of old, to keep open the door of opportunity for every man's son that he who will may fit himself for leadership in the service of his people.

Address by

DR. CHARLES W. ELIOT, '49

President Latin School Alumni Association

THURSDAY, MAY 17th, 1923

AT 2 O'CLOCK, P. M.

The history of this School has been well presented to you this afternoon. I am going to take the liberty of saying something about its future.

When I attended Latin School in 1844, there wasn't a boy of foreign descent in it. How is it now? I am told that an actual majority of the pupils now in the school are Jews. I am told that it has trained for service in the clergy of the Catholic Church over four hundred of its graduates within recent years. You heard one of those graduates speak to God here this afternoon. Now has the object of the Latin School changed or the purpose of the school? Has its life, its duty, essentially changed? Not at all. When it was founded, it was founded to prepare boys for entrance into higher institutions and colleges. No universities then existed. But why into colleges? That graduates of Latin School might enter the learned professions, and that is the object of the school today; it is what the school is doing today.

But, looking to the future, we ought to consider how those professions for which the Boston Public Latin School boys are to be prepared have changed, because, unless we study the changes in the colleges and professional schools, we shall not know in the Boston Public Latin School how to fit boys to go on to the professional services. There has been an extraordinary change in the universities and professional schools of this country. Our attention has been called repeatedly today to this enormous group of buildings which house students for the medical profession; but if we extended our view to the Law Schools of this neighborhood, at Harvard and Boston, we should learn there, that the methods of training lawyers have changed, profoundly. If we look further, and consider what ministers need to know, what priests of the Catholic Church need to know, what social workers need to know, we shall find that the means and methods of preparing young men of the clerical profession have also changed profoundly.

Now, is the Latin School to be kept going for preparing boys who are to go to the practice of the learned and scientific professions? Only, I believe, by profound changes in the program of the Boston Latin School, and also in the methods of changing many of the subjects which have always found place in the programs of the Latin School. They are not new and they have always been there, but the methods of teaching those subjects are changing the world and should change here. In the first place, let me give the subjects that need to be introduced in the program of the Boston Public Latin School in order that they may fulfill, in the future, the same functions which it has fulfilled for nearly three hundred years. We want more attention paid in the Boston Public Latin School to the physical training of every boy in it. Physical training—I am not saying military training. What I want is much more attention every day, not twice a week, to the physical training of the pupils in the Boston Public Latin School. The future of your country is going to depend upon universal physical training of the children. That, not only here, but all over the land.

Next, I believe that every pupil in the Boston Public Latin School should be carefully instructed in the elements of some manual trade. Now, this is not only in the interest of the children of the poorer classes, as we call them, but it is equally in the interest of the children of the well-to-do. The elements of a manual trade ought to be taught to every pupil at the Boston Public Latin School, and then, every pupil should be carefully and insistently taught the elements and practice of personal and community hygiene. I should not exaggerate my own feeling on that subject if I said that the existence of American people—continued existence of the American people—depends on the cultivation in all children of knowledge of community and personal hygiene.

But then I come to two other subjects which I firmly believe should enter into the program of the Boston Public Latin School, not only that they may contribute to the personal enjoyment of graduates of the Latin School, but because they are elements in the cultural training of every human being. I refer specifically to the two subjects of drawing and painting—the study of the means of accurate drawing and accurate perception of color. Now our Puritan fathers would have said of such a suggestion, “All nonsense.” They rejected art, including the art of music, when they crossed the Atlantic, escaping from the government of the Anglican Church which had always cultivated both architecture, art and music, and we, the descendants of those Pilgrims and Puritans are suffering today from the effects of the traditions of art and music which have come down to us from the Pilgrims and Puritans.

Now to affect any real training in an artistic subject or in music—such to impart any real skill—takes time in the preparation of children for their work in life. It takes time in the school program and, therefore, the study concerning the program of the Boston Public Latin School which I most commend to the Boston School Committee, the Superintendent and Assistant Superintendent of Schools and to the faculty of schools themselves; the study I most commend to them is the cultural study so eagerly wished for by many pupils in the public schools; how a sufficient time can be allotted to these new subjects to produce the necessary effects on the minds of the pupils. Both art and music, drawing and modeling, are essentially cultural subjects. They should never be looked upon as utilitarian or as manual, rather than mental and intellectual. They are also joy-giving subjects.

I never had any training in either drawing or music when I was a boy, although I had a very pleasing treble voice and could sing by memory a large sum of both secular and religious music, but I never had any real training in either art or music and I had entered upon middle life before I discovered what a prodigious loss of joy in work and joy in life was the consequence.

I assure you, boys of the Latin School, that you will get more joy out of your lives if you come to your professional careers with a great joy in art and in music. But there is another reason for your cultivating both these subjects in all free schools all over the country.

Nobody ever sings in the chorus long and sings good music in a chorus; nobody ever plays in a band or an orchestra who does not learn just what team work means; what cooperative discipline or disciplined cooperation means towards attainment, towards production and towards joy in production.

I attended, an evening or two ago, a concert given nearby by an alumni chorus of Harvard graduates. Many of them were men over sixty, but they were recruited also by recent graduates. Now, they sang delightfully and also they sang with great skill, under the lead of a very skilled and artistic conductor. I had some talk with the members of this chorus after the concert was over and every one of them testified that getting together such a chorus from graduates of Harvard College would have been absolutely impossible thirty years ago. The men didn't exist among graduates of Harvard College who had the skill or the taste or the love of it.

Now, unless the American free schools bring into their programs a great deal more attention than given music instruction now, we shan't get the necessary development in our country of men, artisans, professional men also, who understand what disciplined cooperation is and yet the future of all our industries—all of them—and the prosperity of our country depends on all American youth learning what disciplined cooperation can do towards production, the production of goods, and the production of men and women that enjoy their work.

And the last thing I need to say, I am sure, on this occasion, is that the American schools, free schools particularly, need to pay much more attention than they have paid in so directing the activities of the entire community that a very much larger proportion of the community know what it means to enjoy their work; that joy in work, particularly in work which has in it a large intellectual and moral element is the chief good of life. Literally, the chief good of life provided that the work is such as an honest, upright, conscientious man can properly follow and that is the only condition.

The happiness of life depends greatly, first, on continuous health which should result from knowledge of the principles of personal and community hygiene and, next, on the attainment of joy in the work which occupies either the mechanic or the professional man throughout his life. I fear that I have set forth a program for the government of the present Boston Latin School and to those whose influence in determining its career wish to take such time as I have lent in regard to the educational reforms to which my life has been chiefly devoted—that real reform takes time, a long time.

The first fifty years of my life, I saw very little progress in the educational reforms which have become dear to me and which, I believe, would greatly promote the interest of our democracy. Within the last ten years I have seen sudden developments of interest in all the educational reform to which I have been devoted, and

particularly, interest in the introduction of the new subjects which I have mentioned. But still, I clearly say that you cannot produce the necessary teachers of these new subjects by the thousands and the hundred thousands until great changes have been wrought in the normal schools of this country and to bring about that change, it is going to require time. Nevertheless, we ought to set to work on these reforms now, and there are, among the teachers of the Boston Latin School, and in the School Committee of Boston, various men and women who are ready to set to work to bring about this joy in work.

Watch for the Humor Number in January!

THE DEBATING CLUB

After a lapse of several years, a debating club in this school has been reorganized. Mainly through the efforts of the members of last year's Class IV Debating Club, a club was formed for the Upper Classes I, II, and III.

Mr. Peirce consented to be faculty adviser and the club is benefiting greatly by his advice.

Meetings are held in Room 203 every Tuesday at 2:30 P. M. There are weekly debates, and other topics of interest are discussed that make all meetings extremely interesting.

Interest in debating is at fever pitch, for there are forty members enrolled already and many more awaiting admission.

Meetings: On Friday, November 2, a few interested fellows pledged themselves to work up interest in a debating club and to enroll those who were interested as prospective members.

Friday, November 9, a committee was definitely decided on to draw up a constitution and plans for the organization of the club. The committee appointed consisted of Curley, Rotman, Mundy, Rogers, Wolff, and Odenweller.

Thursday, November 15, the Constitution was adopted and other important business concerning organization was considered.

Tuesday, November 20, saw the election of officers completed and the club firmly established.

The results of the election:

President—J. M. Curley, Jr. '24

Vice-President—M. I. Rotman, '24

Secretary—R. B. Rogers, '26

Treasurer—C. J. Odenweller, Jr. '26

Corresponding Sec'y—H. A. Wolff, '25

Seargent-at-Arms—A. C. Rigby, '24

Tuesday, November 27, the club held a meeting. Many interesting debates were arranged.

R. B. Rogers, '26.

Exchanges

A. H. Canner

The *Herald*, Holyoke, Mass. We believe that your paper could be greatly improved by a different arrangement. Your stories, although numerous and fairly well written, are scattered throughout the magazine. In short, your magazine contains a number of articles mixed together, such as School Notes, Fiction and Jokes, with little regard to arrangement. Let us commend you on the spirit shown by the numerous contributions to the school paper.

* * * * *

The *Shuttle*, High School Practical Arts, Boston, Mass. Yours is a magazine well arranged, well written, and, above all, a model for neatness.

* * * * *

The *Jabberwock*. Girl's Latin School, Boston, Mass. Don't you think that your publication would be a great deal more pleasing to the eye if your jokes were arranged in a column? We believe that you would find it so. The story, "Her Inheritance," is interesting and well written.

* * * * *

The *Imp*, Brighton, Mass., is a very neat paper. The statements listed in "Cause and Effect" are very good. If every pupil were to heed and remember these, there would be less sorrow in this world when those little white cards, containing a number of figures, come into our hands from our teachers.

* * * * *

The *Optimist*, South Side High School, Newark, N. J. Your paper is the finest high school publication we have received thus far this year. Your sketches, illustrating the stories, are excellent. This is something that is rarely seen in a high school magazine. In all, your paper is complete in every detail.

* * * * *

The *Artisan*, Mechanic Arts High School, Boston, Mass., is very well arranged. The editorial on "Tardiness" is an excellent one. Tardiness seems to be a great weakness in the Boston schools.

* * * * *

The *Orient*, East Side High School, Newark, New Jersey. Yours is an elaborate publication. Nevertheless, it is very neat and interesting.

* * * * *

The *Nobleman*, Noble & Greenough, Dedham, Mass. On looking over your excellent magazine, we find but one fault. There is hardly a semblance of humor therein.

"A little nonsense, now and then,
Is relished by the wisest men."

Your literary department is very good.

* * * * *

The *Grotonian*, Groton, Mass. We have nothing but praise for your fine looking magazine. Its excellence lies to a great extent in its appearance and in its literature.

* * * * *

The *Regis Monthly*, Regis High School, N. Y. C. Your magazine is well written, well arranged, and is of fine appearance. It is evident from the number of advertisements that your business staff is a very efficient one.

The *Chandelier*, South Boston High School. There seems to be a lack of advertisements in your paper. We wonder, unless subscription for your paper is high, how you manage to make your paper a success. Otherwise your paper is a good one. Your joke column is very good.

* * * * *

The *Bowdoin Quill*, Bowdoin College, Brunswick, Me. The story "Shatrang" is one of the finest we have received this year. Let us commend you for the neatness of your publication.

* * * * *

The *Item*, Dorchester, Mass., is a fine paper. Your articles are very well written.

* * * * *

We gratefully acknowledge the receipt of these papers:—
The Northeastern Tech, Northeastern University, Boston.
Penn Punch Bowl, University of Pennsylvania.
Jamaica Plain Broadcast, Jamaica Plain, Mass.
The Williams Record, Williams College, Williamstown, Mass.
The Newtonite, Newton High School, Newton, Mass.
The High School News, Carrollton, Ga.
The Bowdoin Orient, Bowdoin College, Brunswick, Me.
Pasadena Chronicle, Pasadena High School. Pasadena, Cal.
Rensselaer Polytechnic, Troy, New York.
The Pennsylvanian, University of Pennsylvania.
The Jester, Columbia College, N. Y. C.
B. U. News, Boston University, Boston, Mass.
Williamette Collegian, Salem, Oregon.
The Westport Crier, Kansas City, Missouri.

EXCHANGE JOKES THE BRUTE

He struck her. There was no reply. Again he struck her, but she remained silent. A third time he struck her, and enraged at this rough treatment she hesitated for a moment and finally burst into flame—for she was only a match.

—*Punch Bowl*.

* * * * *

He: "Does the moon affect the tide?"
She: "No, only the untied."

—*Exchange*.

* * * * *

You can always tell a Senior, he is so sedately dressed:
You can always tell a Junior, by the way he swells his chest.
You can always tell a Freshman, by his timid looks and such,
You can always tell a Sophomore, but you cannot tell him much.

—*Exchange*.

* * * * *

Headmaster: (to pupil who has been sent down to the office for bad conduct): "Young man, do you know what you come to school for?"

Pupil: "Go ahead. I'll bite."

—*Optimist*

Prof. "Owing to the approaching football game, would the class prefer to postpone the scheduled quiz?"

Chorus: "Yes!"

Prof.: "Until what date?"

Student (in rear).: "To a recent date in the near past." —*Punch Bowl.*
* * * * *

"Is this a second-hand store?"

"Yes."

"Good! I want one for my watch." —*Pasadena Chronicle.*

* * * * *

Math. Prof. (explaining example): "Now watch the board while I run through it again." —*Jabberwock.*

* * * * *

He (as canoe rocks): "Don't be afraid—we're only ten feet from land."

She (looking around): "Where is it?"

He: "Underneath us."

—*Jabberwock.*

* * * * *

The next song will be entitled "You can't String Beans." —*Pasadena Chronicle.*

* * * * *

SOME GENIUS.

Engineering Stude: Some course we're getting, boy! Why, I can now tell you how much water there is in the Schuylkill River to a quart.

Second Ditto: Great stuff, kiddo! Well, how much?

First E. S.: Two Pints.

—*Punch Bowl.*

* * * * *

"We are lost," the captain shouted

As he staggered down the stairs.

"See the Lost and Found Committee,"

Someone cried, and dodged the chairs.

—*Optimist*

* * * * *

Teacher: "What is a fish net made of?"

Freshie: "A lot of little holes tied together."

—*Pasadena Chronicle.*

THE SENIOR CLASS

President Camber of the Senior Class announces the appointment of the following committees:

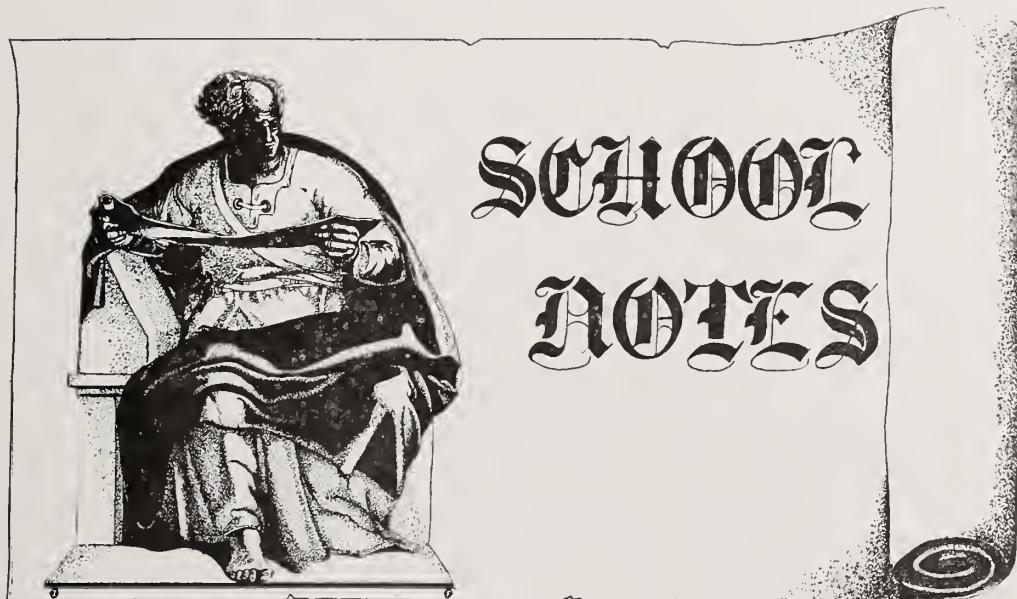
Class Ring Committee—The Class Officers and Francis A. Murphy, Edward J. Keefe, Thomas J. Morrison, and Charles J. Cataldo.

Class Dance Committee,—William H. McDermott, (Chairman) The Class Officers and James M. Curley, Jr., Arnold C. Rigby, Joseph Hammer, Joseph E. Nolan, Robert B. Egan, Alfred G. White, Joseph Winisky and George A Stavros.

Committee of Ushers.—Samuel B. Camber, William H. Brine, Albert T. Fusonio, Edward J. Keefe, Francis T. Lyons, Charles J. Black, George F. Higgins, and William H. Sullivan.

Committee on Class Banquet.—Albert T. Fusonio (chairman), The Class Officers and George F. Higgins, Murray I. Rotman, Robert W. Fay, Robert Fienberg, Ira Markwatt, Robert E. Garrity, William F. Pederson, and Christopher A. Mason.

All of which means that the Class of 1924 is going to be one of the best in the history of the school.



On November 20, at about 12:20 (during our recess), the dirigible ZR-1, commonly known as the *Shenandoah*, was seen in the distance by some of the boys. As it came nearer, more eyes were turned toward it and we were able to read the words "U. S. Navy," on it when it was nearly overhead. Just at this time the bell rang for the commencement of the fifth period, but Mr. Campbell, wishing to give the boys a good chance to see it, rang the fire drill bell so that the boys came out of the school in an orderly manner. The dirigible turning eastward to pass over the center of the city disappeared in the distance, a silvery fish,—and,—we went back to work.

* * * * *

The cheer rally preparatory for the English game was held on November 28 at noon, in the drill hall, after which Mr. O'Brien spoke a few words of encouragement.

* * * * *

The first meeting of Class I was held in the assembly hall Monday, November 19, at 2:00 P. M. Although at time of going to press only one other meeting has been held, it is expected that when this *Register* is in your hands, the class rings will be available. Plans are also being formulated for the class dance.

* * * * *

December is the last month for *on trials*, and we hope that every one who has that additional burden of being on trial will succeed in becoming a free and clear member of his class in January.

* * * * *

Bring every original joke you have heard to B. B. Rubenstein of Room 303. The *Register* needs about two thousand.

Next month is going to be a "Humor Number." All original and humorous matter will be truly appreciated. Try and make it a "whirlwind number."

* * * * *

THE ALUMNI MASS MEETING

On the eve of the annual Latin-English game, an Alumni re-union and mass meeting was held in the hall. It was indeed a pleasure to see how joyful were the faces of the graduates to meet their old classmates and to talk of the "olden times."

It was a happy gathering that hushed as Mr. Campbell opened the meeting.

The talks by School Committeeman O'Hare, Congressman Gallivan, "M. T." Ryan, Jimmie Merrill, captain-elect of the Harvard Track team, Fred J. O'Brien and Coach Fitzgerald were most interesting. Frankie Ryan led the cheers and a yell was given to each speaker as he left the platform. Yet, the cheering was unsurpassed as Mr. Pennypacker entered the hall, and all showed their love for him by standing as he came to the platform.

He told of the days of Moses Merrill and Arthur Irving Fiske. His manner of speaking and his very voice held all from the start. As he descended, the ceiling trembled with the applause and all let out a mighty cheer.

The music was furnished by Sid Hambro's Orchestra, composed of boys from English High. They did splendidly and helped to liven the affair with their "syncopated jazz." Their violinist, John Ziselman, played a solo and was highly applauded.

From beginning to end it was a success, and we hope that in the future, there will be many more of the Alumni reunions.

* * * * *

THE DRAMATIC CLUB

On November 15, some forty-five boys gathered in Mr. Hobbs's room for Dramatic Club competitions. Of these, twenty were chosen to become members of the club. At the next meeting of the club, the officers were elected and a play chosen. The officers are Robert D. Parks, President; George F. Higgins, Vice-President; Edward J. Keefe, Secretary, and James M. Curley, Jr., Business Manager. The members of the club are at work on the play and hope to make as great a success as did the club of 1922-23.

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ALUMNI NOTES

Horatius A. Lamb, '67, and Percy L. Etherton are now members of the Visiting Committee on Music of the Harvard Alumni.

Dr. Samuel S. Drury, headmaster of St. Paul's School, Concord, N. H., is the new chairman of the Committee on the Graduate School of Education of Harvard University.

Rev. Paul Revere Frothingham, is chairman of the Committee on the Theological School, and is also chairman of the Committee of University Extension.

Godfrey Cabot, the defeated candidate for mayor of Cambridge, attended Latin School in the years 1871, 72 and 73.

Eugene A. Reed, '88, president of the Ohio Bell Telephone Company, and one of the best known telephone officials in the country, died November 20, in Columbus, Ohio, following an operation.

It'll be perfectly safe for Santa to come down the chimney this year. *



DUTY

Fifty miles from Canada, on the shores of Lake Mattanawcook, one of the largest lakes in that part of Maine, was situated the pretty town of Lincoln. There was a large paper mill there, and the manufacture of paper was Lincoln's chief industry.

On the outskirts of the town was the farm which Timothy Walton owned. I say "owned," but I mean had mortgaged to the hilt, and paid heavy interest, due every month. The Walton family consisted of Timothy Walton, the unworthy husband, Mrs. Walton, a kind motherly little woman, and their only son, Robert, a boy of pleasing appearance and cheerful disposition, which won for him the title "Sunny Bob". Mr. Walton worked in the paper mill, earned a fair living in that way, and could have commanded more respectable pay if he so chose, but he was lazy and had not much ambition for menial labor.

It was five o'clock, and work was over for the day in the mill. With a drunken lurch, and a muttered curse, Timothy Walton staggered through the gate. He had just been discharged and he was feeling in none too good a mood. Somehow he reached the modest farmhouse which signified home to him, and proceeded to let loose his temper on his wife. His anger had reached such proportions, inflamed by his recent debauch, that Bob Walton, attracted by the sound of a disturbance, leaped and seized the billet of wood with which Timothy was about to strike his wife. Between Bob and his mother they were able to get the drunken man to bed. In a few minutes he was snoring, sleeping off the effects of his drunken stupor.

For the next few weeks Tim Walton hunted for work in vain. Suddenly money began to come in quite regularly, and in such large sums as to arouse suspicions in the minds of the neighbors, Mr. Walton being absent for days and sometimes even weeks. He never explained where or how he got the money, but in a short time he purchased an automobile, and in a few weeks turned it in for a heavier, more powerful, and speedier make of car. He was absent more and more and always took the car with him. He gave as his reason for being absent, that he was engaged in a big lumber deal. This explanation, of course, was most unsatisfactory and provoked more curiosity than ever. One day just after coming home from one of his mysterious trips, he told Bob to clean the car. While Bob was doing this, he noticed in the tonneau of the car a bill and two small bottles pasted with white labels marked, "Opium," and, "Cocaine," respectively. The bill was made out to a certain Larnac, who was not looked upon as a desirable member of the community, and called for a certain number of this type of "dope," and so much that Bob was horrified and his mind was in a turmoil. His father, a dope smuggler! Before doing anything he must have proof of it. Although Tim was mean and selfish he was still Bob's father. As he entered the house, he heard his father say roughly to Mrs. Walton, "I'm only goin' for the afternoon, so don't make such a fuss." Realizing that if he interfered he would only make more trouble, Bob also saw a chance to detect his father.

Tim Walton drove away at one o'clock in the afternoon. Bob on his bicycle, following behind, had a hard job keeping up with his father. Luckily Mr. Walton stopped for gasolene and oil, and this gave Bob a chance to keep his father in sight. After riding twenty miles, according to his cyclometer, Bob had completely lost sight of his father. Weary and tired, he was pedaling as fast as he could, when he jammed his brake on quickly, for there, not fifty yards ahead, was his father fixing a puncture. The bicycle was in the brush by the side of the road in a moment,

and Bob quickly followed it. This delay refreshed Bob, and in ten minutes he followed a hundred yards in the rear of the auto. A mile passed and the auto drove into a little-used side road. Hastily hiding his bicycle, Bob followed the auto on foot. Tim Walton's destination was an old farm, around which stood several wagons loaded with hay. Walton unloaded five or six cases, hidden in the hay, and packed them in the car. These cases, as could be seen, were filled with the same type of bottle which Bob had found in the car marked dope. Bob stopped so see no more. Wearily and sadly he returned to Lincoln, and put his bicycle in the barn. A very important question framed itself in his mind. Should he tell the authorities and have his father arrested, or should he keep his knowledge from the authorities and allow his father to smuggle dope into the country, unmolested? He dared not confide in his mother, for she had a weak heart. He, alone, must decide in what direction his duty lay.

By chance, or by some divine Providence, a magazine, depicting the horrors of dope and describing it as a wrecker of souls, fell into Bob's hands. Now he knew and understood what his duty was. Home he went and told his father what he knew and told him that if he did not cease smuggling, he would inform the authorities. Drunk and in a savage mood, Tim beat his son, who offered no resistance, and left him to go to sleep.

Revenue officers, informed by Bob, lay in wait near Montague, a nearby town. On the outskirts of Montague two "flivvers" were placed, back to back, blocking the road. Their brakes were on and an auto couldn't possibly go around them. Walton would surely be caught now. But one thing was to save him. On the front of his car he had a special type of bumper, V shaped, and made of two-inch steel. Walton saw the obstruction, but his brakes refused to work. If he must go through the "flivvers", why not go fast? And go fast he did. He literally skimmed the surface of the road in the short space of a hundred yards. The "flivvers" were demolished and Walton had escaped the clutches of the law. The law could not take any steps against him until he was "caught with the goods."

When Walton reached home, he was white as a ghost. The first thing he did was to hunt up Bob. He found him in the woodshed, splitting wood. Bob, who did not fancy any more beatings, yelled to his father not to come any nearer or he would do something desperate. But his father replied, "Son, you were right, I've given up fighting the law. I can't repair the damage I've already done, but I will try to be a good citizen, in the future." Bob, at the beginning of this speech, thought his father was employing a ruse to catch him, and as he afterward told me, "whale the daylights out of him." But when his father had finished, Bob put down his axe, and said, holding out his hand, "I did my duty, father, as nearly as I could figure it out, and I hope I did right. Now, I know it." And with his hand in the grip of his father, the two walked up to tell "ma" that they had a surprise for her.

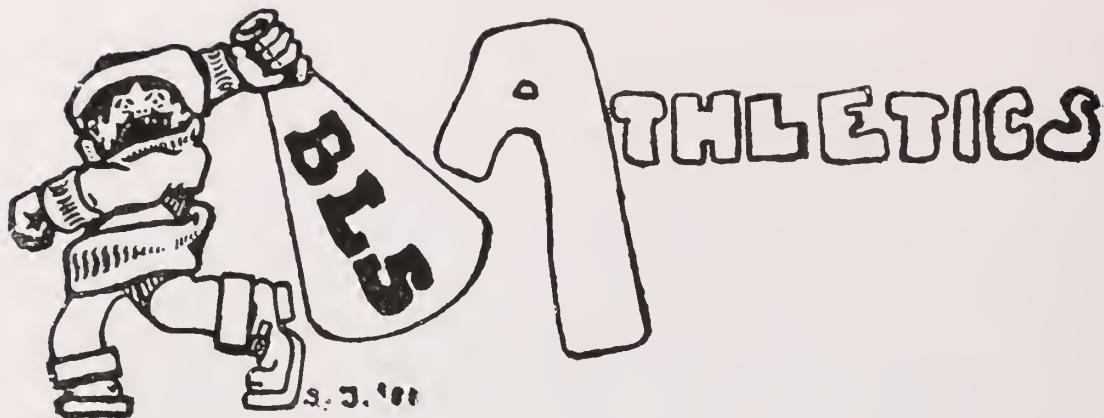
—Allan Robert Rosenberg, Rm. 208.

* * * * *

The other night
We attended a
Wooden wedding anniversary.
The menu consisted of
Plank steak, potato chips,
Club sandwiches, and cabinet pudding
Wooden that jar you?



WAKE UP, TRACK, YOU'RE NEXT!



By E. J. Keefe

SALEM 13—LATIN 0

It would seem that a team having a line such as Latin has, line buckers like Dwyer and Brine, a defensive back like Lyons, a broken field runner like Garrity, ends such as Goldman, Reilly, and Hammer have proven themselves to be, and last but not least the punting and forward passing ability of Sullivan, would be more successful than we have been. There are several answers to this question. The biggest one is lack of unity. After the game the spectators can be heard discussing the brilliant playing of this or that player, always a Latin man. Yet we lose.

Another answer to the question and possibly the reason for the first answer is the fact that injuries handicapped the squad as no Latin School team has been handicapped within the memory of the writer. Sullivan, Brine, Fusonie, Dunn, Hammer, Reilly, Curley, Mc-Intyre, Stavros, Neale and Rigby were all absent in one or more games because of injuries.

At Salem, Saturday, November 3, we were defeated by Salem High School, 13-0. It was the first appearance of the Latin School team in Salem for many years, and a goodly number were on

hand to welcome an old opponent back to the Witch City.

Dwyer kicked off to Salem's fifteen-yard line, and as the Salem back fumbled the ball, he was tackled. The tackler threw him on the ball, however. Three rushes netted them a first down and then they were obliged to kick. For the rest of the quarter, neither side made a first down. The Latin back, Dwyer, did a better job on handling punts than his opponent. Several times the Salem back would fumble, only to recover the ball himself.

In the second period, by means of rushing, the Salem team advanced a short distance into Latin territory. Here they were held. The superiority of the Purple's kicking game coupled with thirty yards in penalties drove Salem toward its own goal line. Then came the kind of play you read about in a story book. With his team receiving the small end of yardage gained, Connors, the Witch's tackle, down under a punt scooped up a fumble by Dwyer, and ran over half the length of the field for a touchdown. Ulrich kicked the goal.

Latin again kicked off and after a few rushes Salem punted. Dwyer signalled for a fair catch. Latin elected

to have a free kick from the fair catch. Referee Mooney penalized the Latin team five yards because they touched the ball to the ground before the whistle blew. Shortly after the kick, the half ended.

The second half saw the much vaunted attack of the Salemites, hitherto conspicuous by its absence. First down after first down they made by means of the forward pass. On the ten-yard line Latin held for three downs, but on the fourth, a forward pass from O'Brien to McCormack scored for Salem. Joe Hammer blocked the try for goal. The remainder of the game was a desperate attempt by the Boston team to get its forwards going, but it was not to be. Salem, too, tried forwards, and while more successful than Latin, they did not score.

The summary:

<i>Latin</i>	<i>Salem</i>
Hammer, re	le, (Bennett), Jennings
Dunn, (Rigby, Parks), rt	lt, Connors
Early, (Bruen), rg	lg, Porter
Gildea, c	c, McGrath
W. Sullivan, lg	rg, O'Day
Williams, lt	rt, (Lomasney), Robey
Goldman, le	re, McCormack
Neale, (Garrity), qb	qb, (O'Brien), Wineapple
Garrity, (J. Sullivan), rhb	lhb, (Walk, Jennings), Antess
Dwyer, lhb	rhb, (O'Brien), Gorman
Lyons, fb	fb, Ulrich

Touchdowns: Connors, McCormack. Goal: Ulrich. Referee: Mooney. Umpire: Gilroy. Linesman: Sullivan. Time: 10-min. periods.

* * *

LATIN 6—DORCHESTER 3

What the Latin School team can do was shown in the Dorchester game. In three plays the team marched eighty-five yards for the touchdown that won the game. Both teams were poor in

handling the ball, but Dorchester seemed to have a better "nose" for it and for this reason kept Latin on the defensive a good part of the game. The good work of our ends, Hammer and Goldman, together with the great punting of Garrity did much to win the game. And one player whom the newspapers generally forget when they are distributing praise shall not be forgotten here. I refer to the quarterback, Dick Dwyer. His headwork in choosing plays was one of the features of the game, and he was one of the three carriers that made the march for a touchdown. Capt. Bud Brine has been handicapped by a bad nose and a bad knee since the beginning of the year, and the courage he has displayed by playing under these circumstances has done much to encourage the team.

Latin won the toss and elected to receive. Lyons misjudged the kickoff and it rebounded off his chest to be recovered by Dorchester. It was a disheartening beginning, and before the team had recovered Dorchester had made a first down. Latin then held and took the ball on downs when the Dorchester center passed poorly to McGurk for what was, presumably, to be a drop kick. John Sullivan kicked a punt which went outside almost as soon as it was kicked. Dorchester then had the ball on our seven-yard line with four plays to score in. Did they score a touchdown? They did not! After being held for three downs the quarterback decided that three points were better than none and sent McGurk back for a second attempt at drop-kicking. This one was successful and Dorchester was ahead three to nothing. The rest of this period and the greater part of the second was devoted to punting. Each seemed to be playing safe and waiting for the breaks. Toward the end of the second period Captain

Brine attempted a drop-kick from the forty-five-yard line. The kick was blocked, but Brine himself recovered and raced back to a first down before being downed. This run went to nought, as the period ended soon after.

What Mr. Fitzgerald said to the team between the halfs was not intended for the public, and shall not be repeated here. It will suffice to say that it carried a sting. This was evident as the team took the field at the beginning of the third period. Dorchester kicked off to Brine who was downed on the fifteen-yard line. On the next play we were penalized five yards for off-side. Here on our own ten-yard line, first down fifteen to go, things looked pretty bad. But soon the fireworks started. John Lyons went through Dorchester's left tackle for nineteen yards. Not to be outdone Dick Dwyer ran through center for twenty-nine yards. Then came the climax. Captain Brine whirled around and dodging two would-be tacklers crossed the goal line, forty-two yards away from his starting point for the touchdown. Joe Jammer missed the goal by placement by inches. The play for the remainder of the game, with the exception of a few moments was around mid field. These few moments were when Latin, hampered by successive bad passes was backed up against its own goal line. Another bad pass followed and only a quick dive over the goal line saved a safety. This "riled" the team once more, the punt out was fumbled and was recovered by a Latin man. Runs by Garrity and Brine bade fair to score another for the purple when the game ended. With the exception of the first period Dorchester threatened only once. Captain McGurk of Dorchester ran through our team with the single exception of Dwyer. But fortunately for us, Dwyer, who has a reputation of never missing a tackle, didn't

spoil the aforementioned reputation and McGurk, who no doubt had visions of a touchdown, was obliged to bury that vision in the mud of Braves Field.

The summary:

<i>Latin</i>	<i>Dorchester</i>
Hammer, le	re, Concannon
Fusonie, lt	rt, McGurk
W. Sullivan, lg	rg, Barry
Gildea, (Ovans, Parks, Daniel), c	c, Murphy
Williams, rg	lg, Manchester
Dunn, rt	lt, Clauss
Goldman, re	le, Hearn
Neale, (Dwyer), qb	qb, (Moulton), Harrell
J. Sullivan, (Garrity, Winer), lhb	rhb, Goldfine
Brine, rhb	lhb, (McDonald), Newark
Lyons, (J. Sullivan), fb	fb, Howard

Score: Latin 6, Dorchester 3. Touchdown: Brine. Goal from field: McGurk. Referee: Burt Woodlock. Umpire: Tom McCabe. Linesman: James Crowley. Time: Two 12 and two 10-min. quarters.

* * *

MECHANIC ARTS 12—LATIN 7

Ten years ago Cornelius McCarthy's Latin School eleven was defeated by Mechanic Arts 6-3. After ten long weary years of waiting, Mechanics again won 12-7, at Braves Field on November 20.

In the first period the work of the Mechanic Arts quarter was very poor. Three times he fumbled punts, and as many times the Purple forwards were on hand to profit. By this means the ball was advanced into our opponent's territory. Then rushes by Dwyer, Lyons and Brine worked the ball into scoring distance. Here the Buff and Blue held, and we lost an opportunity. The rest of the period consisted of rushing by Mechanics and punting by Latin. The Purple seemed to be waiting for a repetition of the Mechanics fumbling

or for a blocked punt. The latter seemed sure to come under the rushes of Fusonie, Dunn, Sullivan, and Gildea. It came in the second period when "Buster" Gildea broke through and blocked a kick from Cusick's toe. Fusonie, Gildea and Cusick, began a forty-yard dash for the ball. Gildea proved to be the fastest and fell on the ball on the one-yard line. The Mechanics line has been joked about whenever mentioned, but they did a great piece of work on their own one-yard line, stopping in order, Lyons, Dwyer and Winer. On the last down, the Latin line piled up the opponents and Dwyer slipped over for the score. On the placement after touchdown, first a bad pass and then a fumble by Dwyer seemed to have lost us the point, when to the surprise of all, Dick rolled over on his back and held the ball over his head, from which position Hammer scored the point. It was the best case of quick thinking on the Latin team this year.

Not long after, a Latin punt was blocked and was recovered by Mechanics for the touchdown. Hammer blocked the try for point.

The last Mechanic touchdown, and the one which proved to be our undoing, came shortly after the beginning of the third quarter. Cummings ran back the kick-off through the entire Latin team, but was caught from behind by "Jay Dee" Lyons. A few line bucks and a pair of forwards to Flaherty scored. The try for goal was missed by yards. The remainder was a desperate fight by the Purple. The game started late, and the players could not see the ball. Some good runs were made by the Latin backs, but to no avail.

The summary:

Latin

Goldman, re

le, (Wilson, Fallon), Boraks

Dunn, (Ovans), rt lt, (Ott), Cusick Earley, rg lg, (Brooks), Birmingham Gildea, (Daniel), c c, (King), Dalco W. H. Sullivan, (Bruen, Boles), lg tg, (Collen, Wixon, Carney), Jones Fusonie, lt rt, Carnie Hammer, le re, (Roach), Martin Dwyer, (Neale), qb qb, (McNulty, Cummings), Courtney Brine, (J. W. Sullivan, Mantle), rhb lhb, Kingham Winer, (McDermott, Richard, Wells)lhb rhb, Flaherty Lyons, fb fb, (Paterson), Burke Touchdowns: Dwyer, Burke, Flaherty. Goal after touchdown (Placement): Hammer. Referee: Ryan. Umpire: Mooney. Linesman: Crowley. Time: Four 10-min. periods.

* * *

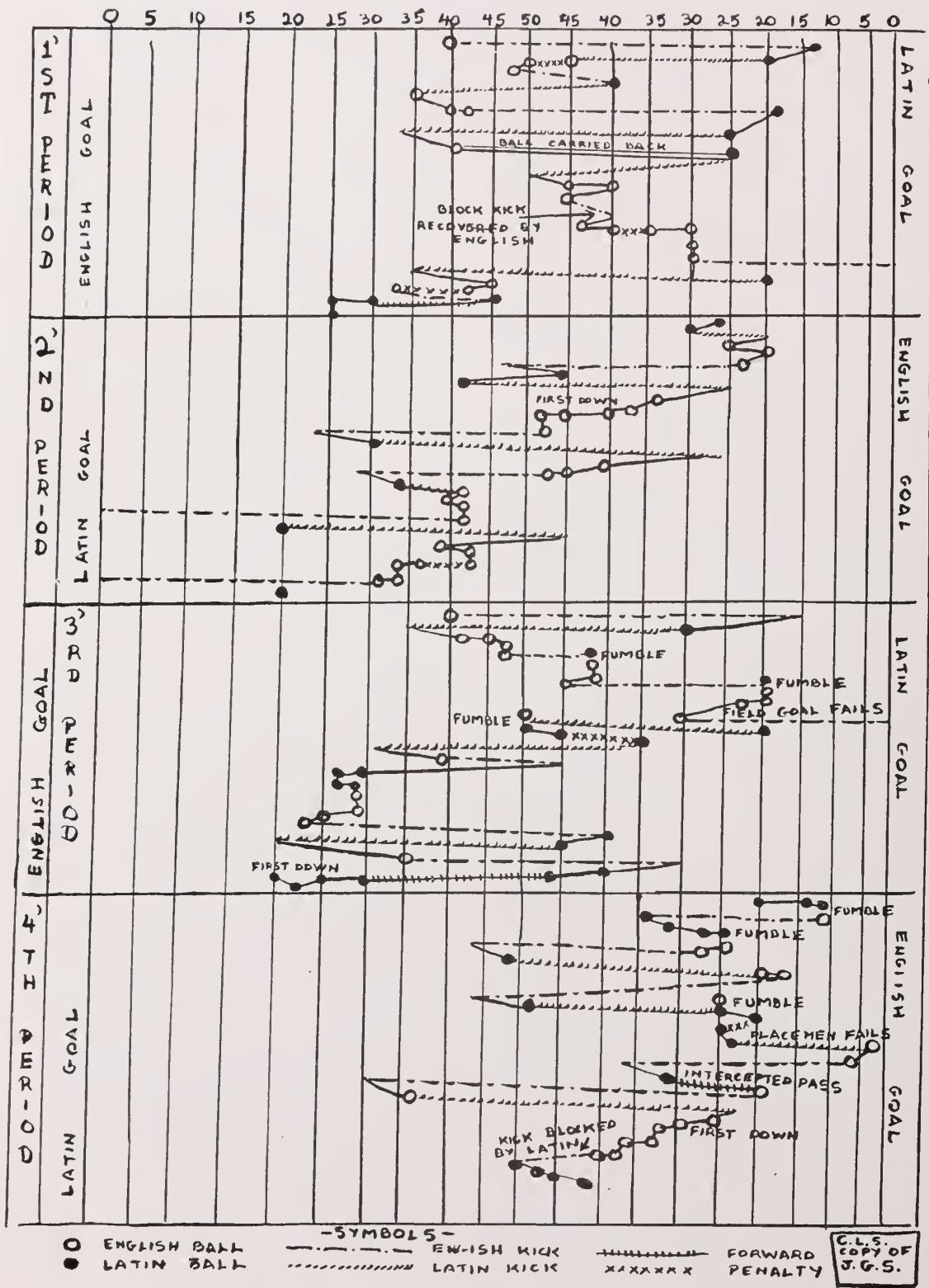
LATIN 0—ENGLISH 0

On Thanksgiving Day morning, 15,000 odd scholastic football followers gathered at Braves Field to see the Boston Latin-English High game. The day dawned clear and it looked as if, for the second year in succession, the game would be played under ideal conditions. This was before anyone took a good look at the field. Just before the game started, the Latin cheerleaders appeared leading a goat. The little fellow scampered up and down the sidelines, determined to have a good time, even if he didn't know what the noise was about.

Capt. "Bud" Brine lost the toss to Capt. Fred Bridges of English, who chose to defend the goal in right field. This gave the choice of kickoff to Brine and he elected to receive.

Downey kicked off to Lyons on our fifteen-yard line. Lyons fumbled the ball, but recovered in time to make five yards before being downed. On the first down, Gildea kicked outside on English's 42-yard line. On English's first rush one of their linemen was offside, and they received a five-yard penalty.

LATIN SCHOOL REGISTER



SUMMARY OF THE B. L. S.—E. H. S. GAME

Downey was thrown for a five-yard loss by Joe Hammer. White punted outside at Latin's 45-yard line. Gildea punted outside at English's 30-yard line. Foster made five yards and Downey followed it up with two more. White kicked to Dwyer, who was downed on our 30-yard line. Latin off-side on the next play, was penalized five yards. Sullivan kicked outside at Latin's 35-yard line. Bridges made four yards. Goldman threw Flahive for a five-yard loss. "Toot" Sullivan blocked an English punt but they recovered on their own 40-yard line. Downey made a yard. An English forward pass was grounded. On the play, however, the umpire ruled interference and English was given first down at spot of foul. Flahive gained two yards off left tackle. An incomplete forward was English's next play. White went back for a placement, but instead threw a forward which was grounded. White kicked over the goal line for a touchback. Latin's ball on the 20-yard line. Gildea kicked to English's 47-yard line, where Fusonie downed Bridges with a beautiful tackle. English was penalized fifteen yards for illegal use of the hands. White punted outside on English's 41-yard line. A forward pass, Dwyer to Goldman made fifteen yards. Gildea made two yards off right tackle. Five -yard offside penalty for Latin. Quarter ended.

The play in the first quarter had ruined the uniforms of both teams, and as they went back for the second quarter, all traces of numbers had been erased from their backs by the mud. The first play of the quarter was an incompletely forward. J. W. Sullivan was stopped for no gain around right end. Joe Hammer tried a placement but it fell short and was run back to the 20-yard line. Downey gained a yard. W. H. Sullivan stopped White for a 5-yard loss.

White kicked to Dwyer, who ran it back ten yards to English's 47-yard line. The line leaked and Lyons was thrown for a ten-yard loss. Sullivan kicked to Bridges on the English 30-yard line. Flahive made five yards, Downey four, and Bridges made the yard necessary for the first down. English's first down. Bridges and Foster both tried Latin's right guard, but made no gain. White kicked to Latin's 32-yard line. Sullivan kicked back to English's 40-yard line. Bridges made four through center. Downey made no gain. White punted to Dwyer on Latin's 34-yard line. Gildea kicked to the Latin 36-yard line. Downey was stopped for no gain at left tackle. Downey made a half-yard at the same place. A forward was blocked by Hammer as it left Foster's hands. White kicked over the goal line. Latin's ball on the twenty-yard line. Ovans for Daniel at center for Latin. The Latin team clustered about Ovans and cleaned their hands on his jersey. Dwyer started to punt but Ovans, being unaccustomed to the slippery, mud-coated ball sent back a bad pass, but no harm was done as Dwyer got his punt off on the next play, Hammer downing it on the 40-yard line. Foster lost a yard. English tried a forward which was grounded, but for the second time there was interference, and the ball was English's, first down, at point of foul. Foster hit center for two yards, and after an unsuccessful forward, made three around our right end. End of half. Score: Latin 0, English 0.

Daniel went back for Ovans at beginning of third quarter. Downey kicked to Hammer on the 30-yard line. Joe ran it back five yards, when he slipped, his cleats failing to hold in the slimy mud of the base-lines. Sullivan kicked to the English 35-yard line, but Bridges ran it back 20 yards. Foster made 5 yards and Downey added one. White's



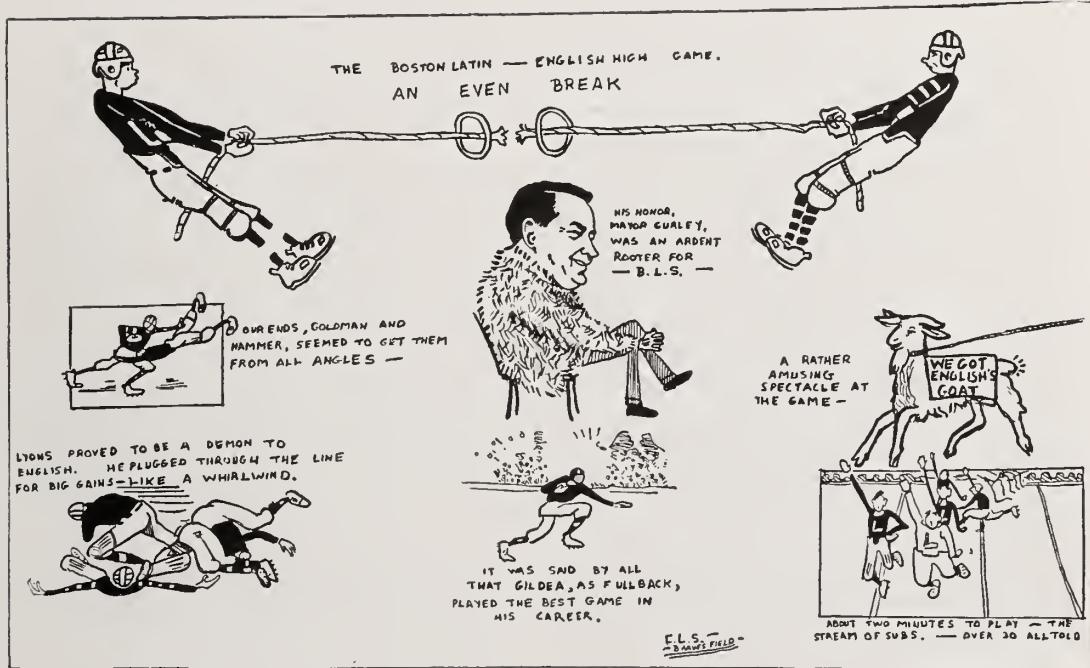
CAPT. BRIDGES OF E. H. S.
CARRYING BALL FOR 20 YARDS



LYONS OF B. L. S. TEARING THROUGH E. H. S.
FOR 20 YARDS

kick was blocked by Fusonie and recovered by English. Ball on Latin's 40-yard line. Downey made no gain around right end. Flahive ran outside at scrimmage line. White punted to Dwyer, who fumbled and the ball was recovered by Michaelson. Foster lost a yard on an attempted end run. An incomplete forward. White, on a fake placement was smothered for a 14-yard loss by

Dunn, Hammer and Gildea. Ovans for Daniel. White kicked over the goal line. Gildea punted to English's 48-yard line. Latin fumbled on first play, but recovered. Lyons made two off right end. Latin was given a 15-yard penalty for use of hands. Sullivan kicked outside at English's 37-yard line. White kicked short to Lyons, who ran it back 25 yards to the English 30-yard



THE E. H. S.—B. L. S. GAME

stripe. Sullivan gained four off right tackle. Dwyer lost a yard. An incomplete forward. Sullivan slipped on the next play and lost four yards, and also the ball. Foster went through center for four. No gain by Foster. Dwyer received White's punt on the 40-yard line. Sullivan kicked out at English's 32-yard line. White returned to Latin's 32-yard line. Lyons made four yards. A forward, Dwyer to Goldman made 40 yards. Lyons on three rushes gained nine yards, and Dwyer dove under center for the needed yard. Gildea made six yards. Latin fumbled and the ball was recovered by Pickard. Quartier.

White kicking from behind his own goal line, sent the ball outside at the thirty. Gildea made a yard, Lyons four, and Gildea added two more. A bad pass lost 15 yards. English's ball. Flahive made no gain. White kicked to Dwyer. Brine for Early. Great cheering in the Latin stands greeted the

Purple leader. Dwyer lost 2 yards. Boles for Brine. Sullivan kicked to English's 25-yard line. The game was marked by the great open field tackling of Hammer and Goldman. This time Bridges was hit so hard he fumbled and Jim Dunn recovered and made 5 yards. Lyons made six. Latin offside. Hammer's placement kick fell short by 5 yards. White kicked to 40-yard line and Dwyer gained five. Reilly for Boles. Latin forward intercepted by Downey. Bruen for Reilly. White punted. Dwyer ran back 5 yards to 40. Mantle for Ovans. Hootstein for Foster. Flynn for Regan. Wells for Hammer. Rathner for Tremble. Sullivan kicked to the 30-yard line and again the substitutions. Brest for Flynn. Whittaker for Michaelson. Winer for Mantle. Hootstein gained four. Downey made one. Gildea was injured and time was taken out. The coaches used the period to give more players letters. Higgins for Winer. Furguson for Bridges. Feld-

man for Pickard. English recovered its own fumble and made four. Feldman made the first down. Dunlap for Downey. Hurwitz for Rathner. Dunlap made a yard. Keefe for Higgins. Neal for J. Sullivan. Latin took ball on punt. Richard for Neal. No gain by Lyons. Rigby for Bruen. Driscoll for W. Sullivan. Curley for Goldman. Buckley for Whittaker. Lyons made two. Sands for Curley. W. McDermott for Keefe. Minton for Lyons. Maloney for Richard. De Giacomo for Hammer. Two yards by Dwyer. Ryan for De Giacomo. Williams for Driscoll. Morrison for Maloney. Parks for Gildea. Feinberg for Rigby. Muchnick for McDermott. Trainor for Dunlap. Marcus for Hurwitz. Latin punted and the game was over. The loss of Brine and Garrity proved a handicap to Latin's chances.

Immediately after the game the letter men unanimously chose J. H. Gildea '25 to be next year's captain. We wish him a successful season and that he may be spared from the fate that has prevented Latin's captains in recent years from leading their teams on the field. Among those of the last three years who have been forced to watch from the sidelines for various reasons were football captains, Brine and Harris; track captains, Crosby and Hunt; and baseball captains, Myron and Finnegan. But back to the game, the summary:

Latin

Goldman (Curley, Sands, McDer'tt), re
Dunn, rt
W. Sullivan, rg
Daniel (Ovans, Parks), c
Early (Reilly, Brine, Boles, Rigby), lg
Fusonie (Williams, Feinberg), lt
Hammer (DeGiacomo, Wells, Ryan,
Driscoll, Muchnick), le
Dwyer, qb
J. Sullivan (Winer, Higgins, Keefe,
McDermott), rhb

Lyons (Martin, Maloney, Nagle), lhb
Gildea (Neal, Mantle), fb

English

le, White
lt, Crossen
lg, (Flynn, Brest, Murphy), Regan
c, Mills
rg, (Whittaker, Buckley), Michaelson
rt, (Rathner, Horwitz, Marcus,
Dunn), Tremble
re, (Feldman), Pickard
qb, (Furgason, McLaughlin), Bridges
lhb, (Dunlap, Trainor), Downey
rhh, (Hootstein), Foster
fb, Flahive
* * *

THE RIFLE TEAM

Manager C. E. Sands of the Rifle Team announces the following schedule. For the first time in many years, the Harvard Freshmen are not included. The month of March will be given over to the Boston Schools and the National Championship. There are two double headers, January 5 and 12.

Dec.	8—Univ. of Penn. '27
	15—New Bedford H. S.
	22—Yale Univ. '27
Jan.	5—East Orange (N. J.) H. S.
	12—Bangor (Me.) H. S.
	19—Washington (D. C.) Central H. S.
	19—Lawrenceville School
	26—Pasadena (Cal.) H. S.
Feb.	2—Brighton H. S.
	9—Lewis & Clark H. S. (Seattle)
	16—Iowa City H. S.
	23—M. I. T. Freshmen
	23—Jamaica Plain H. S.
Mar.	2—Hyde Park H. S.
	9—Dorchester (<i>pending</i>)
	16—Trade (<i>pending</i>)
	23—Commerce (<i>pending</i>)
	30—English (<i>pending</i>)

* * *

The sporting editor is indebted to John P. Sullivan for the diagram of the B. L. S.—E. H. S. game and to Oden-weller for the photos.

HOCKEY

Acting Captain Johnny Neale called the hockey candidates together on Tuesday, December 4. The team is captained by Bob Garrity, who, however, will be unable to join the team until well along in the season. In the meantime, the burden of getting the team started falls on the shoulders of Johnny Neale. And he has a job on his hands. Besides himself, only Al McGrath has had previous experience. The team will be forced to play its first game against a group of Latin School boys under the

name of Boston College High without having any previous practice. No less than four ex-Latin School boys are on the B. C. High team. The team will be managed by A. J. Sullivan, assisted by T. M. Minton. Manager Sullivan is not prepared, as yet, to issue a schedule but the dates of the league games are available.

Dec. 8—Boston College H. S.

22—Dorchester H. S.

Jan. 5—Commerce H. S.

26—Mechanic Arts H. S.

Feb. 2—English H. S.

CHRISTMAS DINNER IN THE ELECTRICAL AGE

(*It has been predicted that we will give up food and be nourished only by electrical vibrations.*)

Father presided at the head of the festive board, groaning beneath the weight of storage batteries. Holding a pair of pliers and a wire-cutter, which he complained had not been properly sharpened, he prepared to serve the hungry holiday guests. And they were hungry! Little Davey's fingers fairly sparkled with static, as he contemplated the spread of wiring.

Rich Uncle Tom was connected first, of course, Father providing him with a nice wet cell. "Give me plenty of 'juice,'" joked Uncle Tom. And my! how everybody laughed.

Then came the turn of all the other relatives in order of prominence. Father ate them heaping helpings of amperes and kilowatts, with plenty of currents laga st it was the turn of the children. The little dears! they were almost short-circuited by that time! But there was plenty for all, for Mother had shopped bountifully at the power plant. There was really no grounding for little Davey's complaint that his voltage was weak and only alternating when he would much rather have had direct.

You may be sure the guests rose from the table so charged they could hardly walk. While Auntie May complimented Mother again and again on having a cook who was such a splendid electrician.

So the Christmas dinner was a great success and the guests went home vowing that a fine vibration was had by all.—*Life*.

Contributions Welcome For The Humor

Number! All in by Jan. 6, 1924!



A: "I beg your pardon, sir, I did not mean to step on your foot."

B: "That's all right, I walk on 'em myself."

* * *

She (coyly): "Is it dangerous to drive with one hand?"

He (brutally): "You just bet! More than one fellow ran into a church, doing that!"

* * *

Freddy: "Papa, what are friendly relations?"

Father: "I don't know, Freddy. I never had any."

* * *

Big square meals make round little boys.

* * *

It's hard to understand what some motorists are driving at.

* * *

Sambo: "Ah cahn't git dis yere spot offen yo' trousers."

Senior: "Have you tried gasoline?"

Sambo: "Yas suh."

Senior: "Have you tried ammonia?"

Sambo: "No suh, but I'm almost sure they'll fit."

THE QUESTION OF TODAY

What makes the piston ring?

* * *

Small Boy: "Say, pop, do the heathen Africans wear pants?"

Father: "Shh-h, no!"

Small Boy: "Then why'd you put that pants button in the collection they took up for 'em to-day?"

* * *

The Cannibal's Choral Society will gather after the feast and sing, "Where is that Dear Old Grad-U-Ate?"

* * *

Irishman: "Ci see by the sign that yiz re-tail shirts here. Is that right?"

Lady Clerk: "Yes, sir."

Irishman: "Then will yiz plaise turn yer back while oi take moin off?"

* * *

A virgin forest is a woods where the hand of man has never set foot.

* * *

She: "Mandy, did you sweep under this carpet?"

Mandy: "Yas, Missus Jones, I sweeps everything under that 'ere carpet."

* * *

Come, gaze upon the little moth
Who eats no meat or rolls

And lives on zero cents a day
For all it eats is holes.

* * *

My wife is like an umpire. She
never thinks I'm safe when I'm out.

* * *

Jim: "Whew! I just took a quiz."
Did It: "Finnish?"
Jim: "No, Spanish!"

* * *

I made a slip one icy winter's day.
A fair maid slipped directly in my way.
She fell for me to pick her up, I know.
I fell for her; she picked me up. So, So!

* * *

A cannibal's existence depends on his
ability to pick men that agree with
him.

* * *

She: "What can they do for a man
when he goes to seed?"

He: "Plant him."

* * *

Some people discontinue their cold
morning plunges in the winter, others
keep right on lying about it.

* * *

Judge: "Do you pick pockets?"

Pat: "No, sir, I take them as they
come."

* * *

It was another one of those moonlight
scenes.

She was close to me and
I was close to her, but
Not a word passed between us.
There wasn't room enough.

* * *

Music teacher: "What are pauses?"
Little pupil: "They grow on cats."

* * *

He: "If you won't let me kiss you
I'll go away."

She: "Go as far as you like."

* * *

Nurse: "Yes, Johnny, the doctor
brought twins."

Johnny: "Cee, that's what we get
for having a specialist."

* * *

"Are you going to the masquerade?"
"Yes."

"But why are you using two suits?"
"I'm going as twins."

* * *

Mike: "John wuz certainly a far-
sighted man."

Pat: "Wha' dy'a mean?"

Mike: "Why, he had a fire-extin-
guisher put in his ccoffin."

* * *

Fresh: "What's that funny-looking
thing over there?"

Soph: "That's a jackass."

Fresh: "Yes, I know. But what's he
riding on?"

* * *

Jakie: "Me fadder wants a nickel's
wort' of ice cream."

Druggist: "Cone?"

Jakie (disgusted): "Naw, Rosen-
bloom."

* * *

Prof: "Give for one year, the number
of tons of coal shipped out of the United
States."

Fresh: "1492, none."

* * *

He: "Last night I dreamt I was
married to the most beautiful girl in the
world."

She: "Oh, George! Were we happy?"

* * *

Hic: "I hear that Hank had an
accident."

Ille: "Yes, some one gave him a tiger
cub, and told him it would eat off his
hand." ►►►

Hic: "Well."

Ille: "It did."

Mr. Lundberg and his wife are looking for a site for their new home. After a while they come to a spot and Mrs. Lundberg exclaims:

"Oh, Adolph, this view strikes me speechless."

"Well, dear, then I think we'll select this."

* * *

Sis: "Brother, will you get my watch? It's upstairs."

Bro: "Aw, wait a while and it'll run down."

Sis: "Oh, no; it won't, my dear ours is a winding staircase."



O, Footeballe, thou hast gonne awaye
Uponne a longe, longe trayle.
Nexte yeare thou wilst returne agayne,
So to thou, Footeballe, alle hayle!



Ye plotte dost thickenne. Hockey's here!
The nexte in lyne, you knowe.
He shalle amuse us withe his feates
Belowe the merrie zero.

*Merrie
Hockey*



Also, commes Track in happie gleeie,
To jumpe and skippe and runne.
A funnie chappe, as thou canst seeie,
Butte reddie at the gunne!

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Happie
Gleeie
Runne
Funnie
Chappe
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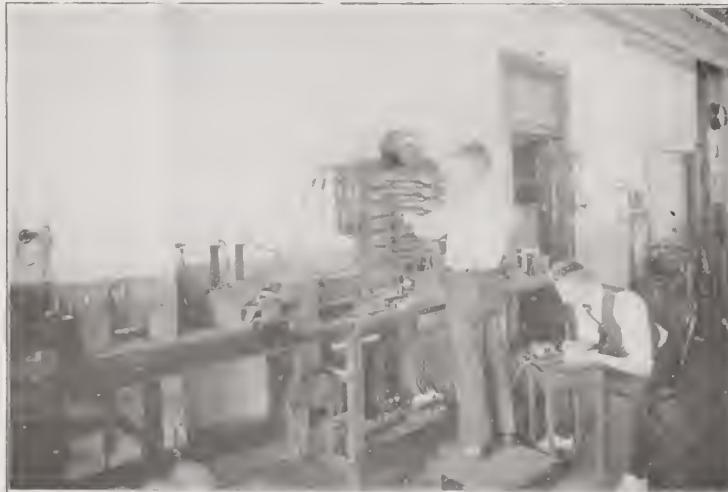
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